



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Professor Crawshaw's book is written for the student of the modern vocational-education movement. The topics discussed are: Relation between Manual Training and Industrial Education; Organization of the Manual Arts; the Manual Arts in the Elementary Grades; in the Grammar Grades; in the High School; the Teacher and the Supervisor of the Manual Arts.

The author summarizes for the reader the discussion that has been going on in recent years, and states clearly and concisely the principles underlying the best recent thought in this field. It is a good book for superintendents to read, as well as supervisors and directors of manual arts work, and for use as a text in a class for the training of teachers.

WILLIAM T. BAWDEN

TEACHERS COLLEGE
NEW YORK

Syllabus of a Course of Study on the History and Principles of Education.

By PAUL MONROE. New York: Macmillan, 1911. Pp. v+87.
\$0.25.

This little syllabus, bearing the name of the leading American authority on the history of education, will prove most useful to the general student and the specialist in education alike. In its outlines it follows closely the point of view and content that appear in Professor Monroe's *Textbook*, and displays most of the merits and defects of that standard work. In the main the source and references are well chosen, but the usefulness of the work would be greatly increased if a brief evaluation of each were given. It would also be of assistance if the initials of the author, the name of the publisher, the place of publication, and the date were given in each case. Most of the misprints, with which this book fairly bristled in its chrysalis stage, when privately published, have been eliminated, but there are still some remaining.

Outlines of the History of Education. By WILLIAM B. ASPINWALL. New York: Macmillan, 1912. Pp. xvi+195. \$0.80.

This book represents a more serviceable body of material than would be indicated by "the evolution of different philosophies of education" and "the writings of the educational philosophers of the world," claimed in the Introduction. While it is possible that relatively too much space is given to antiquity, the Middle Ages, and a few of the theorists, the book lays considerable emphasis upon educational practices, and devotes the last five sections to most practical subjects—Public Elementary Education, Secondary Education, Training of Teachers, Modern School Systems, and the History of Education in New York. The references are entirely to secondary sources, mostly textbooks, but are usually well selected, and possibly more available and valuable for the normal-school student than primary sources and special works would be.

But the author has not discovered how useless the literature of the Draper-Martin controversy (p. 180) has been shown to be by Kilpatrick. The book is well printed, has been carefully proof-read, and has an excellent index.

FRANK P. GRAVES

OHIO STATE UNIVERSITY

An Industrial History of the American People. By J. R. H. MOORE.
New York: Macmillan, 1913. Pp. xiii+495. \$1.25. Accompanied by a Teacher's Manual, pp. 32.

Mr. Moore's book is more elementary than Miss Coman's, being intended for high schools only. It contains a much smaller amount of industrial fact, partly owing to selection, and partly to reasons which will be noted below. The first impression that the book gives is of immaturity. This is difficult to illustrate briefly, but is suggested by such generalizations as: "[Louis XIV] succeeded only in injuring France, with the result that France today is one of the most backward of civilized nations" (p. 88); "It seems as though some mysterious natural law impelled all the colonies alike to raise or produce the things best suited to the soil and climate of their locality" (p. 145); "That mysterious provision of nature that sends large families to settlers in new countries" (p. 160); "Another curious custom among cotton planters had to do with the market price of slaves. This price was commonly regulated by the price of slaves in the region where the demand was greatest" (p. 302).

The book is not a history in the sense of an exposition of a development, but a series of chapter essays on Fisheries, Lumber, Fur Trade, Domestic Problem, Agriculture, Commerce and Money Matters in Colonial Days, Colonial Government, City Problem in the United States, Agriculture in the Nineteenth Century, the Money Question, Manufacturing in the Nineteenth Century, Transportation in the Nineteenth Century. Although there is some chronological progression, the first chapter ends with 1912, the last begins with the first landing of the English. The colonial period is given too large a share of attention—242 pages out of 491. Mr. Moore does not seem to have a clear conception of what constitutes industrial history, and much extraneous information is given; for instance, chap. viii, pp. 209 to 255, on "Colonial Government," had much better have been omitted with practically all it contains.

More serious than the inclusions, are the omissions, of which only a few can be cited. Mr. Moore almost entirely fails to grasp any vital connection between geography and industry; he does not discuss the mining industry, or labor unions, he fails utterly to give any conception of the progress of agriculture in the United States. In greater particularity, in connection with fishing, he does not mention the trade with Spain, whaling, the growth of the internal demand for fish, reciprocity with Canada; in the chapter on lumber he entirely omits the period between 1704 and the conservation movement;